**K-5 Math Lesson Plan**

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| **Teacher: Natsis, Anderson, Austin, Benson** | | | **Grade: K** | | | **Date(s)**: |
| **Unit Title:** Know number names and the count sequence. | | | | **Corresponding Unit Task:** K.CC.2 Count forward beginning from a given number within the known sequence. | | |
| **Essential Question(s):** What does a number represent? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   * Book: Five Little Monkeys Sitting in a Tree * Paper tree * 5 paper monkey faces | | **Student:**   * Small paper tree * 5 small paper monkey faces | | | count | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**   * K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). * K. CC. 3 Write numbers 0-20. Represent a number of objects with a written numeral 0-20 with 0 representing a count of no objects. * K. CC. 1 Count to 100 by ones and tens. | | | | | |
| **I Can Statement(s):**   * I can count from 0-5. * I can represent the numbers 0-5 with objects. * I can match numbers to objects 0-5. * I can name the numbers 0-5 when it’s shown to me. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Teacher will engage students in counting song of your choice (song used from previous day). Read aloud Five Little Monkeys Sitting in a Tree by Eileen Christelow to review the numbers 1-5. | | | | | |
| **Teacher Directed:** Reread the story and have the children join in with the chant. Have the children act out the story with their hands. | | | | | |
| **Guided Practice:** Next, display a construction paper tree with five monkey faces. As the children recite the poem each time they say “snap” put one face behind the tree acting out the story as it progresses. At the end of the retelling, remove the tree to discover the monkey faces. Count them with the children to reach five. Now the children know how to proceed with the activity. They can take turns chanting it and demonstrating it through their actions. Make sure that after each monkey disappears, the class counts how many monkeys are remaining. This also helps with recognizing the number 0 as there comes a time when no monkeys are in the tree. | | | | | |
| **Independent Practice:** Students will partner up and will be given a small tree and five small monkey faces and then chant and act out individually the story. The partners will check through observation to make sure that each is correct. The partners will then remove the tree and count the monkeys that are hiding to master counting to five.  **Math Stations**   * Trace and paste number activity. * Make play dough numbers on top of number template. This will assist with fine motor skills as well. * Stamp and trace numbers 0-5. Next, the children will pair up and each group will receive a baggy with numbers 0-5. One partner will pull out a number and show it to the other partner. That partner will have to name the number and count to that number. * This is an assistant lead station. The assistant will call out a number and the children will form that number in the shaving crème on a small cookie sheet. * Using teacher made dot cards the children will partner up and place corresponding unifix cubes on top of given dots. They will then rote count how many cubes they placed on the dot card. | | | | | |
| **Closing/Summarizing Strategy:** The teacher will review counting 0-5 orally with the children. Through question and answer time the teacher will quickly assess if the children are mastering the skill. Teacher will use post assessment to show mastery of 0-5. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Use numbers higher than 5. * How many more monkeys will I need to have 10, etc? * Students can respond by writing/drawing the numbers. * Discuss/write/draw how you could “count on” bananas. | | | * Use numbers smaller than 5 as a target number. * Use hundreds boards with numbers so students can count as they color. * Use dot cards so students can count out the numbers. * Use numeral cards that students can tape or place on the face of a “monkey”. | | | * Model the task as many times as needed. * Break up each task into individual components. * Use a smaller target number. * Teacher begins counting for the students to get them started. |
| **Assessment(s):** (1)Teacher observation; (2) Counting monkey faces correctly; (3) Listen to students rote count to 5; (4) Trace and paste station; and (5) Using unifix cubes and dry erase boards, the children will be given a number and they are to show/build with unifix cubes the number orally called out by the teacher and then write that number on their individual dry erase boards to show if they have mastered the skills. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |